

Leading to Professionalize Teaching: reforming educational systems to create greater opportunities for teachers to learn and lead beyond the local level

May include: Working to foster systems change by serving on a state task force, participating in a regional or national teacher leadership network, or advising institutions of higher education on teacher preparation

Vignette:

Clark's school is participating in a multi-district project designed to learn how teacher leadership can promote faculty growth and student achievement. He serves on the project steering committee, responsible for development of new roles for teacher leaders. With his own teacher preparation program only six years behind him, he is especially interested in how colleges and universities can embed teacher leadership in their programs, so that teacher candidates complete certification with a larger sense of their role which includes the classroom, school, and profession. In data gathering, Clark hears about a national teacher leader network. He becomes an active member, taking advantage of the opportunity to learn about related policies and practices, collaborating with educators around the country, and contributing to a national dialogue on teacher leadership.



Core Beliefs:

- Teachers contribute to new ways of thinking about education reform.
- Teacher participation strengthens state, regional and national efforts to achieve student equity and excellence.
- Teacher networks provide opportunity to learn with and from colleagues across locales.
- As credentialed professionals, teachers are in a unique position to influence their profession.

Dispositions:

- Interested in the bigger picture.
- Attuned to relationships within the school, district and larger community.
- Possesses cultural competence in working with others who have diverse views. .
- Is comfortable with risk taking.
- Demonstrates self-efficacy.
- Values honest, courageous communication.
- Shows resiliency.
- Is willing to speak on behalf of colleagues, students and their families.

Knowledge and Skills:

- Seek out and motivate colleagues, including dealing effectively with resistance.
- Focus on authentic and relevant contexts.
- Disseminate information equitably.
- Connect beyond-school experiences to the classroom.
- Use the power of language to communicate ideas and inspire action.
- Draw on emerging trends and research to shape or influence systems.
- Navigate change in the midst of ambiguity and competing demands and interests.
- Work within and across systems.
- Employ skillful advocacy in support of policy.
- Organize communities in support of educational improvement.
- Understand current research and apply data to a variety of contexts.
- Use emergent technologies to maximize time and impact.